



SCHOOL LIFE

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Secretary of the Interior, JOHN BARTON PAYNE : Commissioner of Education, P. P. CLAXTON



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PARTIES AND CANDIDATES ARE IN FULL ACCORD CONCERNING EDUCATION.

Platforms of the Great Political Parties and Utterances of the Presidential Candidates Are Unreservedly in Favor of Educational Progress.

BROADER VIEWPOINT OF THE NATION.

Republican Candidate for President Commends National Participation, Liberality to Schools, and Instruction in Spanish.

I think it is highly important that we contemplate the cause of education from the national viewpoint. I do not mean thereby that there shall be a national trespass upon the right of States in matters of education, but I do think it is exceedingly important to get the broader viewpoint of the Nation. We have been making notable progress in coming to the realization of the importance of our public schools and are coming to the wholesome awakening about their need of the more generous support. One can only feel amazement that we have been so tardy in coming to a realization of the scant consideration given to the teachers in the American public schools and we have been remiss in understanding the limitless possibilities of our public-school work.

I venture to offer a suggestion, which was contained in a bill which I introduced in the Senate when I first came to Congress. I had learned from many sources that one of the reasons for the backwardness in American trade in South America was the inability of American commercial agents to speak the Spanish language. With that thought in mind, I offered a bill with the hope that the Federal bureau of Education might do something to promote the teaching of Spanish in our public schools. Of course, the Federal bureau could do nothing of a mandatory character, but it could be of help in having the student of our public schools acquaint himself with some modern language of practical value.

W. H. Taft

THE VERY BASE OF CIVILIZATION.

Head of Democratic Ticket Sees Need of New Financial Plan—Rural Schools Demand Consideration.

We hear much these days about the work of reconstruction, and yet in the plans that are made for it we do not observe a vigilant attention to the very base of our whole civilization, the schools themselves. When we measure the service rendered by the schools we can not escape the belief that society is not making sufficient contribution for their support. In both city and country there is need of an entirely new plan of financial aid. Next to this it seems to me that your congress ought to awaken such an interest as would set in motion a fixed purpose, Nationwide, of giving to every State a modern rural school code. If necessary, the Federal Government ought to interest itself in surveys where they are needed. We have evidence of an approaching crisis in the matter of food supply. We need more acreage under cultivation and more people in the country, and yet we must remember that the drift will continue toward the cities unless the children on the farm are given educational advantages similar to those in the cities. This is the solution. It has been demonstrated in

Ohio, where more than 1,000 modern high schools have been builded in the cornfields. From them the pupils go into our State university. As I understand it, you are dedicating your congress to the very necessary purpose of stirring the lay mind into an awakened appreciation of the help which must be given to our school system. It is one of the very vital needs of the hour.

James M. Cox

IN THE DEMOCRATIC PLATFORM.

Cooperative Federal assistance to the States is immediately required for the removal of illiteracy, for the increase of teachers' salaries, and instruction in citizenship for both native and foreign born; increased appropriation for vocational training in home economics. * * * We advocate * * * a continuance of appropriations for education in sex hygiene.

The Federal Board for Vocational Education should be made a part of the War Risk Insurance Bureau in order that the task may be treated as a whole.

IN THE REPUBLICAN PLATFORM.

We indorse the principle of Federal aid to the States for the purposes of vocational and agricultural training.

Wherever Federal money is devoted to education such education must be so directed as to awaken in the youth the spirit of America and a sense of patriotic duty to the United States.

A thorough system of physical education for all children up to the age of 19, including adequate health supervision and instruction, would remedy conditions revealed by the draft and would add to the economic and industrial strength of the Nation. National leadership and stimulation will be necessary to induce the States to adopt a wise system of physical training.

EDUCATION MUST BE UNIVERSAL.

Democratic Candidate for Vice President Would Improve Teachers' Status.

We talk glibly of our wonderful American educational system, but there still remains so much to be done in the way of extending and improving it that no citizen should rest content until the necessary steps have been taken.

Nearly one-fourth of the first million and a half men taken into the Army under the recent draft system were wholly or in part illiterate.

Two great goals must be sought—first, education must become truly universal, reaching into every corner of every State and of every community; secondly, the profession of teaching must become dignified as the foundation of modern democratic life. The teachers of the Nation must receive not only adequate pay but have a standing in the community which will make their position that of the highest possible influence for the good.

Franklin D. Roosevelt

DIFFUSION OF KNOWLEDGE IS ESSENTIAL.

Republican Nominee for Vice President Lauds Teachers' Profession.

The chief defenses of democracy are not material. They are mental and spiritual. At the very foundation of the structure of democracy must be a sound system of public education. The general diffusion of wisdom and knowledge among the body of the people is a first essential to their welfare. Upon education the Republic must chiefly rely for its political, economic, and social betterment.

A highly enlightened public policy must be adopted if the cause of education is not to break down. It is perfectly clear that the public schools must have the most liberal support, both moral and financial. Particularly must the people exalt the profession of the teacher. That profession must not be abandoned or be permitted to become a trade for those little fitted for it. It must remain the noblest profession. There are no pains too great, no cost too high, to prevent or diminish the duty of the people to maintain a vigorous program of popular education.

Charles C. Connelley

EDUCATION FOR PATRIOTIC CITIZENSHIP.

Only By Thoroughgoing Public Education Can True Citizenship Be Developed.

By SIMON D. FESS, Member of Congress from Ohio and Chairman Committee on Education.

[Delivered at the American Citizenship League Banquet, Salt Lake City.]

Citizenship is not a thing that can be made by law. Men can not be legislated into patriotic American citizens. They must be educated for citizenship. In this process of American education there must be two objectives. We must teach the perpetuation of the republican form of government as prescribed by the Constitution. We must also preserve American liberties as guaranteed in our Bill of Rights. Alexander Hamilton represented the leader who stood squarely for the preservation of the fundamentals of government. Thomas Jefferson was the conspicuous leader in our national life who stood for the preservation of liberty. Both were right. We must hold fast to the fundamentals while we preserve our liberties. While on the one hand we are guaranteed liberties we are under obligations to respect law and government on the other.

Rights of Citizens Considered First.

The foreigner who comes to this country and who remains here for any length of time, refusing to become a citizen, should be deported if he becomes a menace to free government. This Government is made primarily to protect the

rights and liberties of its citizens and not to protect the rights and liberties of those who refuse to become citizens.

Must Educate Rebellious Citizens.

Of course, we can not deport rebellious citizens. We can educate them to higher appreciation of a respect for law and government while guaranteeing them their rights under our famous charter of liberties. Only by a thoroughgoing, well-worked-out system of public education can we develop true citizenship with respect for law and with a jealous regard for the rights of others as guaranteed by the Constitution. The big question in education, therefore, is to find the way by which we can preserve the fundamentals of law and government while guaranteeing to each one the liberty he should enjoy. Not by law but by education can we establish American citizenship based upon the solid foundation advocated by Hamilton and the rights and liberties set forth by Jefferson.

SAVING FOR A COLLEGE EDUCATION.

A "college education policy" is offered by one of the largest life insurance companies of the South. The policy may be purchased when a child is 1 year of age or begun any year thereafter; payments are made on the same plan as Christmas savings. The policy can be paid for like tuition during the time the State gives the boy and girl free education, and upon graduation from high school it will be possible to have a paid-in-advance college education. In a recent report of the Louisiana Federation of Women's Clubs, Mrs. Browne, the State chairman, says: "The success of school savings as-

ures us that this plan is absolutely feasible, with 80 per cent of the 50,000 children in public schools saving."

PEDAGOGICAL LIBRARY FOR YALE.

With the creation of the new department of education, Yale University is to have one of the finest special pedagogical libraries in the United States. Dr. James H. Penniman, a graduate of Yale, will present to the university a large number of rare and valuable works on education. The present pedagogical collection of Yale University, numbering about 20,000 volumes, will be merged with the new collection, and will be known as the Penniman Memorial Library of Education.

ENCOURAGES EDUCATION FOR LABOR UNIONS.

The California State Federation of Teachers, at their last meeting, urged that education among trade-unionists should be encouraged by teachers' unions along the following lines: (a) Trade-extension education; (b) citizenship or Americanization education; (c) home-training education; and (d) education in the fine-arts and culture courses. The charge of the Commercial Federation of California that the union makes teachers class-minded was denied. A minimum salary of \$1,500 for teachers in the State was recommended.

The school authorities of New York City are inquiring into the feasibility of providing motion pictures to accompany every step of the high-school course in biology.

ADEQUATE PAY FOR TEACHERS.

BY P. P. CLAXTON.

[Read before the National Education Association. (Abridged.)]

Teachers worthy of places in the schools in which American children are prepared for life, for making a living, for the duties and responsibilities of democratic citizenship, and for eternal destiny can never be fully paid in money. Men and women worthy of this highest of all callings will not think first of pay in money or in any other form. For teachers, as for all other workers, Ruskin's saying holds: "If they think first of pay and only second of work, they are servants of him who is the lord of pay, the most unereet fiend that fell. If they think first of the work and its results and only second of their pay, however important that may be, then they are servants of Him who is the Lord of work. Then they belong to the great guild of workers and builders and saviors of the world, together with Him for whom to do the will of Him that sent Him and finish His work was both meat and drink."

Workers Paid Largely in Kind.

It has ever been and probably must always be that workers of whatever sort receive the largest part of their pay in kind, as millers take toll of the grist they grind. Those that work with material things that have easily measured cash values receive their pay chiefly in money or in things whose values are most easily measured in money. Other rewards will be less in proportion and in importance. Those who work largely for other than the material results that can be measured by money must continue to be content to receive a large part of their pay in the consciousness of work well done for a worthy cause, and in participation, by faith at least, in the results, both near and far away in time and in space.

The Teachers' Spiritual Rewards.

Teachers who do their work well and who, either in fact or by faith, see the world made better as a result; individuals made healthier, wiser, happier; sin and suffering made less; the common wealth made more; social purity and civic righteousness increased; public laws made more just; patriotism broadened and purified; State and Nation made stronger and safer against attack from without and decay from within; and the world lifted on to a higher plane and into a brighter sunshine and a purer atmosphere, are possessed of wealth unseen and for most unseeable.

All true teachers will think on these things and many of the best will be attracted to and held in the profession by them. It will be all the worse for the profession and the world when it is not so.

But this should not be made an excuse for putting public or private education on a charity basis, nor for paying teachers the miserably low wages they are now paid. It should not be made an excuse for paying such wages as will not permit school boards and superintendents to fix reasonable minimum standards of qualifications for teachers because young men and women who expect to teach can not afford to incur the expenses necessary to prepare themselves to meet the requirements of such standards. It should not be made an excuse for failing to increase the pay of teachers, as the pay in other professions is increased, in recognition of proved merit and in proportion to increasing ability gained through experience, continued study, and constant devotion to duty.

Improved Salaries Benefit the Schools and the Nation.

Not for the sake of the teachers primarily, but that the schools may be made fully efficient; that children may be well taught; that the material wealth of State and Nation may be increased so that we may have the means of paying our debts, building our highways, caring for our unfortunates, and meeting other public expenses and at the same time have enough for all the people to live in comfort; that our democracy may be preserved, purified, and made more effective; that scientific discovery, useful invention, and artistic expression may be promoted; that we may act well our part in the commonwealth of the world, we must pay such salaries as will bring into the schools as teachers men and women of the best native ability, men and women strong and well organized physically, mentally, and spiritually; men and women of the finest culture and the most thorough and comprehensive education, academic and professional, and so adjust their salaries as to enable them to hold all those who show themselves most capable and best fitted for the work. In this most important of all our enterprises we can not afford to pay less.

Many Able Men Have Taught.

Our traditional policy of paying to young and inexperienced men and women

with little or no question as to their professional preparation salaries almost as large as we pay to those who have had many years of successful experience had at least one merit. It brought into the schools large numbers of young men and women of unusual native ability and of strong character, and sometimes such men and women having also good scholarship and fine culture, willing and eager to do the best they could while saving from their comparatively good wages money to start them in business or home making, or to enable them to prepare themselves for those professions for which adequate preparation is required and demanded. Many of the ablest men and women in all walks of life have been school teachers. A good-sized ex-teachers' association could be formed of members of any recent Congress of the United States. We have just nominated two ex-teachers as candidates for the Presidency. Unfortunately, however, most of these have remained as teachers in the schools only till they had begun to gain some little comprehension of their task and some little skill in executing it. But despite their lack of preparation and experience it was good for boys and girls to come in contact with them. From this contact many gained inspiration and purpose.

Other Occupations Pay Better.

The time has now come when men and women of unusual native ability and strength of character can make more money in any of hundreds of occupations than they can in teaching. A few of them will teach while waiting to find themselves, or to make money for a start in business, or for paying for preparation for other work. They will accept employment which is at the same time more attractive and more remunerative. From now on schools will be taught (1) by unprepared and inexperienced young men and women of mediocre ability and less, while waiting for the maturity which is required for employment in the minor and more common occupations; (2) by the left overs of such men and women who have failed to find more attractive and remunerative employment elsewhere, but have not wholly failed as teachers; or (3) by men and women of better native ability, stronger character, more thorough education, and the professional preparation which will enable them to succeed to such an extent that they may be induced by the payment of adequate wages to continue to serve their country in a high and valuable way as teachers.

We have come to the parting of the ways. Which shall we accept? Make-shift teachers of the first two classes we may continue to get in sufficient numbers by paying salaries relatively as large as

those paid in 1914. To have the same relative value and purchasing power as salaries paid in 1913-14, the present salaries and salaries for some years to come must be approximately twice as large as they were then.

We Must Have Strong Teachers.

For teachers of the third class—and we should be satisfied with no other—we must pay salaries larger relatively than we have paid at any time in the past, and must adopt a policy which will give such recognition to teachers of unusual ability as will hold them in the service of the schools against the temptation of better pay elsewhere. Temporary increase in pay of teachers will not be sufficient. There must be such guaranty of good wages in the years to come as will induce young men and women of such native ability and character as good teachers can be made of to accept teaching as a profession and take the time and spend the money necessary to prepare themselves for it. The demand for professional preparation and continued service, coupled with inadequate pay, can only result in supplying the schools with teachers of small caliber, unfit to become the inspirers and guides and educators of those who are to make up the citizenry of the great democratic Republic, solve the problems, and do the work of the new era. Such teachers are not fit seed corn for the new harvest to which we should and do look forward.

For such teachers as we would have in our schools what may be considered adequate pay? The answer is very easy and short. Such pay as may be necessary to get and keep them. In a conference of leaders of national civic and patriotic societies which met recently at my request in Washington it was agreed that to be considered adequate the wages of teachers should be as much as men and women of equal native ability, education, special preparation, and experience receive for other work requiring as much time, energy, and devotion, and involving approximately as much responsibility.

Just how much this will mean in dollars and cents in any community I do not know. To determine the amount in any State, city, or country district will require a careful and comprehensive study. But it can quite easily be arrived at approximately, at least, for the country at large.

Average Salary Should Be \$2,000.

The average wealth production of the adult worker of the United States is not far from \$1,250 a year—probably somewhat more. The average for men and women of the ability, preparation, and industry of such teachers as we are talk-

ing about can not be less than \$2,000; it is probably nearer three or four or five thousand dollars. But in view of the fact that teaching is by its very nature an altruistic calling, and also because it may reasonably be supposed that the purchasing power of the dollar will increase considerably within the next few years and the cost of living as measured in dollars relatively decrease, let us agree on \$2,000 as an average salary for teachers in the elementary and secondary schools of the United States. This is three times as much as the average for the year 1917-18 and more than 150 per cent above the average for the year 1919-20.

If the pay to beginners is so fixed that the average for all teachers in the first year in urban and rural elementary schools and high schools is \$1,200, this will allow other salaries of \$2,500, \$3,000, \$3,500, and \$4,000. Salaries of \$5,000 or more may be held out as rare prizes for those who have gained experience and have proven their worth and who are willing and able to pay the price of such great and fine service as is recognized by unusual rewards in other professions.

The Money Can Be Raised.

Can we pay such salaries? With such proper and useful economies, as may be easily brought about, including consolidation of small rural schools and the adoption of a well-arranged work-study-play plan in the city schools, the total number of teachers in the public elementary and secondary schools of the United States need not exceed 750,000 within the next 5 or 10 years. At an average wage of \$2,000, it will take a billion and a half dollars to pay 750,000 teachers. Increase this by 50 per cent—a liberal amount—to pay for administration, supervision, buildings, equipment, and supplies, and we have a total of two and a quarter billions—a quarter of a billion short of Spaulding's two and a half billions and only \$140,000,000 more than the amount the Department of Labor reports that we paid last year for tobacco in its various forms. Our part in the World War, in which we fought for freedom and democracy, cost us not less than fifty billions of dollars all told. At 5 per cent the annual interest on this amount is two and a half billion dollars. Without education there can be neither freedom nor democracy. Unless we educate all the people in such way as to enable them to possess these in fullest measure we shall have spent our money for naught and the men who sleep in France and Belgium shall have died in vain.

Can we pay the debt and pay in like proportion for education? The answer is we can not well do the one without the

other. Our power to produce and to pay will and must depend on the health, knowledge, skill, purpose, and will of the people; that is, on their education.

How much can we afford to pay for education? Since education is a factor which can not be eliminated from the wealth-producing power of the people and since all wealth depends on education, we can as a people afford to increase our appropriations for education until the increase in cost becomes greater than the increase in the productive power which comes through education. No people have ever yet found the limit.

Will the people pay? The wealth is theirs, the children are theirs, the schools are their agents, owned and supported by them for the education of their children and for the attainment of all that this means and can be made to mean for their own happiness, for the individual welfare of their children, for the production of material wealth, for the individual and common good, for the public welfare, for civic righteousness and social purity, for strength and safety of State and Nation, and for all that patriotism means and all that supports life and makes life worth living. I have faith to believe that when the people are made to understand this they will respond. They have never failed. They will not fail now.

MORE STUDENTS AIDED BY THE PHILIPPINE GOVERNMENT.

Thirty-eight additional "pensionados," students who receive Government aid in obtaining an education, will be sent to the United States this year by the Philippine Government, according to a decision reached by the Council of State. Of the 800 Filipino students at the various colleges and universities of the United States, 137 are "pensionados."

The Philippine Government appropriated \$150,000 for the maintenance of these "pensionados" in college during the year 1920, and the maximum allowed each student is \$70 a month. This maximum applies to students attending universities located in large cities, where the cost of living is greater than in smaller communities.

The school board of Seattle, Wash., is vigorously pushing its building program, involving the expenditure of about \$1,000,000 of the funds provided by the bond issue of a year ago. The program contemplated by the board as necessary in the near future includes the Northeast High School, the East Intermediate Broadway Annex, and four grade schools.

HOME FOR PUBLIC SCHOOL TEACHERS.

An Elegant Clubhouse Provided at Public Expense for McAllen, Tex., Teachers.

By EDWIN R. BENTLEY,
Superintendent of Public Schools.

Exorbitant prices and uncomfortable living quarters do not exist to lessen the classroom efficiency of the teachers of McAllen, Tex. The city board of education has just finished the erection of a teachers' club that will house 32 teachers and furnish meals at cost to as many more.

McAllen is in a thriving orange and grapefruit region, and the town is growing by leaps and bounds. The cost of living accommodations has increased until board and lodging can scarcely be had, even at the prevailing prices, which range from \$60 to \$70 per month. The teachers were naturally affected, both by the high costs and by the discomforts which many of them had to endure. The Board of Education realized not only that the schools would suffer from decreased efficiency of the teachers, but that the board itself would inevitably have to meet the greater costs by larger salaries.

Their remedy for the difficulty was to rent and furnish an old hotel building, and allow the teachers to live in it during the winter of 1919-20 on the cooperative plan. The experiment was successful, and the cost of room and board was reduced to \$40 per month for each teacher. The construction of the clubhouse was the logical outcome.

Out of a bond issue of \$100,000, the sum of \$35,000 was set aside, and with it a handsome brick building of the Spanish hollow court type was constructed.

The building is complete in every detail, and is so arranged that it can be easily enlarged by extending the wings down the side of the court. Every room is an outside room. There are bedrooms for 32 teachers, servant's room, hostess-manager's room, four bathrooms, kitchen, large dining room, reception room and lobby with tile floor, an elegant parlor, and five screened-in porches, four of them being on the court. Every bedroom has running water, a built-in dressing table, dresser, and a large clothes closet. The furnishings throughout are in keeping with the excellence of the building.

A hostess-manager has been employed at a salary of \$1,800 for 11 months. She will have complete charge, and is accountable only to the superintendent. The incumbent has had experience as a dietitian, and for a number of years was dean of students in one of the State's largest city high schools.

A rental will be charged to each roomer, which though reasonable will largely take care of the interest and sinking fund on the bonds, and in the course of 40 years will nearly pay for the building. The school district will not pay any considerable sum of money on the project. Although the dining room will not be conducted on the cooperative basis, the meals will be furnished approximately at cost.

McAllen has more teachers than the building will house, but some live in the town and others prefer to have their rooms elsewhere and to take their meals at the club. The accommodations will be enlarged as the demand dictates. It is entirely optional with the individual teacher whether she lives in the club or not.

MUST RETURN FOR PART-TIME INSTRUCTION.

New York Law Will Require Many Youths to Go Back to School.

It is estimated that 70,546 young people of New York City, between the ages of 15 and 17, who have not completed the elementary course of study and who have left school to go to work, will be required to return to school in the fall for four hours' instruction weekly. In September, 1921, the number will be augmented to 106,546; in 1922, to 134,304; and in 1923, to 166,131. When the new law regulating the continuation schools is in full operation, in the fall of 1924, the number will be increased to 186,131. The *New York Globe* says:

The classes will be held in rented quarters or in public-school buildings, and arrangement of hours of attendance will be made as far as possible in cooperation with employers. The instruction will be in fundamental subjects, with particular emphasis upon American history and citizenship and vocational training.

Five Schools in Operation.

The department of education already has five continuation schools in operation that are attended by approximately 5,000 young people.

Under the new law all minors between the ages of 14 and 18 residing in the city of New York, or employed in said New York City, if residing in a district where part-time or continuation schools are maintained, who are not in attendance upon the regular full-time schools and not otherwise exempt, must attend part-time or continuation schools for four hours each week during which such schools are in session.

The attendance shall be upon such days and at such hours as the superintendent of schools may direct, in accordance with the law and regulations.

UNION SUMMER SCHOOL IN ARIZONA.

State University and Northern Normal School Hold Joint Sessions—Conference of Superintendents.

For the first time in the history of the school, the summer session at the Northern State Normal School at Flagstaff, Ariz., is conducted this year jointly by the University of Arizona and the Northern Normal School. The University offers literary and vocational courses, and the Normal School offers courses for teachers in service, for normal students, and for high-school students. Credit is given by each of the institutions for the work done under the direction of its professors.

The joint session has proved very satisfactory both to the students and to the faculties, and it is expected that the plan will be continued in future years. The attendance is larger than ever before.

Conference of Superintendents.

Before the beginning of the summer school proper, a conference of superintendents was held, continuing for a week. More than half the county superintendents and a large number of the city superintendents of the State attended. Junior high schools and vocational and rural education were the subjects discussed.

Naturally Arizona superintendents took the leading part in the discussions, but papers were read by a number of visitors from other States, including Hon. M. P. Shawkey, State superintendent of public instruction for West Virginia; Mrs. Katherine M. Cook, of the United States Bureau of Education; and Mr. Philip W. L. Cox, principal of Ben Blewett Junior High School, St. Louis, Mo. Gov. Thomas E. Campbell and Hon. C. O. Case, State superintendent of public instruction of Arizona, occupied conspicuous places on the program.

STEADY GROWTH OF CATHOLIC SCHOOLS.

There are nearly 1,700,000 students in the schools of the Catholic Church in the United States. The private academies and colleges number about 900. In a communication to the Educational Review for June, Henry S. Spalding, S. J., says that there has been a steady growth of Catholic colleges and universities; there is no evidence of serious financial embarrassment among such institutions. In Catholic parochial schools there has been no upheaval in the teaching ranks.

TENNESSEE PARTIES FAVOR EDUCATION.

Platforms of all the Political Parties Contain Strong Expressions.

Plank in Democratic Platform.

The Democratic Party reaffirms the faith of its founder that a free and efficient school system is the basis on which the success of popular government must rest. The Democratic Party does not regard it as wise economy so to restrict the amount spent for public education that a crippled school system will result. The party indorses the 5-cent tax levied for elementary schools by the Sixty-first General Assembly, pledges legislation which will insure an eight months' school term to every child in Tennessee regardless of the wealth and location of the district in which he may happen to live.

The Democratic Party regards with concern the prevailing scarcity of competent teachers and favors means whereby State supplement may be used to encourage the payment of living salaries to qualified teachers. The party further favors legislation which will provide in each county in the State a competent superintendent and a responsible school board.

The Democrats of Tennessee favor Federal subsidy for State school systems and indorse the principle of the Smith-Towner bill presented to the recent Congress.

Finally the party pledges its interests and efforts to such an expansion of the facilities for public education that the door of opportunity may not be closed to any American child.

In Republican Platform.

An intelligent citizenship is essential to perpetuity of our institutions. A high order of intelligence can be procured and maintained only by efficient common schools, and schools can only be made efficient by properly qualified teachers. It is notorious that because of the inadequacy of compensation many persons who possess peculiar qualifications for teaching by both temperament and education are driven from the profession to the great impairment of the efficiency of the schools. We therefore favor such an increase in salaries as would secure a well-qualified corps of teachers; and that a system of pensioning teachers who shall devote a specified number of years to the profession be provided as an inducement to the best talent to devote their lives to educational work. We also urge that the terms of all schools be extended to at least eight months, and we favor an increase in the appropriations so as to match every dollar of Federal funds that are available for providing vocational education facilities, to the end that part-time

and night schools be created throughout the State, whereby those who labor shall have opportunity to pursue their education and acquire that increase in skill and knowledge which will enable them to increase their earning capacity and thus better the conditions of themselves and their families.

In Platform of Federation of Labor.

The Tennessee Federation of Labor declares its unqualified indorsement of free, public education. It calls attention to the fact that organized labor has always been the advocate and promoter of universal education and reaffirms its faith in this fundamental of democracy. The Federation favors increased State and municipal revenues for school purposes to the end that the door of opportunity may not be closed to any American child.

We favor immediate legislation which will guarantee an eight months' school term in every county in the State irrespective of wealth and location. We favor a living wage for teachers * * *.

The Federation approves Federal aid for public education and indorses the Smith-Towner bill now pending in Congress.

The Federation approves the principle of vocational education, but would look with disfavor upon any effort to direct it in the interest of any particular class.

We indorse the 5-cent tax levied for school purposes by the last general assembly as a step in the right direction, and call attention to the fact that every man in either house affiliated with or friendly to organized labor supported the measure.

We pledge our continued efforts to the upbuilding of a school system free, general, and efficient.

In Platform of League of Women Voters.

The League of Women Voters affirms a prime interest in public education and recognizes in a free-school system the foundation on which a successful democracy must rest. Therefore, we believe it false economy to limit the amount spent for public education at any figure short of that necessary to insure competent teachers and adequate school terms.

The League of Women Voters regards the prevailing scarcity of teachers as a menace to our institutions and demands on the part of municipal, county, and State authorities immediate steps toward a solution of this problem, whose cause is economic and whose answer therefore

must be in dollars and cents. We believe it sound public policy to provide a living wage for teachers, a tenure of position free from political disturbance, and pensions for those who have spent their lives in the service. We stand committed to equal pay for equal work and oppose any discrimination made in teachers' salaries because of sex.

The League of Women Voters would insure to every child in the State of Tennessee a nine-months' school term irrespective of the wealth and location of the district in which he may happen to live. We indorse the half-mill tax levied by the Sixty-first General Assembly for elementary schools and would increase this if necessary to secure a nine-months' term.

The League of Women Voters favors legislation which will provide in each county in the State a competent superintendent and a responsible school board. Experience has demonstrated the wisdom of placing women on school boards, wherefore we favor a general adherence to this policy.

The League of Women Voters favors the compulsory attendance law, and calls for its strict enforcement in both city and country. Continuation schools for those who have left school and have engaged in industry should be provided, and full use made of whatever Federal funds may be available for this purpose.

The League of Women Voters favors Federal subsidy to the State school system and indorses the Smith-Towner bill now pending in Congress.

Finally, the League of Women Voters calls upon the public to regard its school system as a means of social self-defense, and pledges its interest, its efforts, and its funds to such an expansion of public education that the door of opportunity may not be closed to any American child.

EDUCATIONAL TESTS AT COLUMBIA.

Many students at the summer session of Columbia University are studying the educational value of mental tests. They are taught the various tests, and are given opportunity to actually practice them upon subjects. Prof. Pintner, who does most of the demonstrating, says that his classes are largely made up of school teachers, school superintendents, and psychologists who deal exclusively with intelligence measurement. Prof. Pintner is teaching his students to administer these tests to children, the Binet-Simon tests, the Terman revision tests, etc., and to interpret them correctly and apply them in their own schools.

MICHIGAN'S PAROCHIAL SCHOOL CONTROVERSY.

Attempt to Compel All Children to Attend Public Schools Arouses Antagonism.

Suit has been filed in the Michigan Supreme Court to compel the submission to the voters of the State of an amendment to the State constitution eliminating the parochial school. The amendment provides that each child from 5 to 16 shall attend through the eighth grade the public school in his district.

The suit to compel a vote is caused by the opinion rendered recently by the attorney general that the proposed amendment is not in accordance with the Federal Constitution. It is held that since the Constitution guarantees to all citizens the right to follow lawful occupations without interference, it is unconstitutional to deprive of employment teachers in private schools, because their work is both lawful and laudable.

Controversy of Long Standing.

Because Michigan was first settled by the French but did not receive an English-speaking population sufficient for statehood until 1837, after a period of religious and political controversy, the State has been confronted with this educational problem throughout its existence. In 1836, the Rev. John Pierce, who was territorial superintendent of public instruction, drafted a plan for a public-school system, with the idea of making any private schools unnecessary. Nevertheless, such schools were incorporated by the legislature, and the conflict between the advocates of public and of private schools has increased. Various legislative proceedings have been attempted to eliminate all nonpublic schools, but none has succeeded.

Intensified by War-Time Prejudices.

Conditions revealed during the war have intensified the opposition to private and parochial schools. Inability to read or write the English language, disloyalty, and contemptuous indifference were attributed to the neglect of common-school education. The adherents of this opinion believe that perfecting of the public schools, with compulsory attendance of all children at the public school, is the hope of the democracy. They maintain, also, that since church and State are separate, it is illegal for truant officers to compel attendance at parochial schools.

On the other hand, many persons who are in no way connected with private schools uphold the decision of the attorney general because of the danger to

personal rights they believe is involved and because of the great increase in expense which would be incurred by the State if all pupils attended public schools. They hold that parochial schools should be subject to State inspection, supervision, and regulation. In this opinion they are joined by many supporters of the parochial system, but opposed by more ardent adherents, who demand entire independence.

LOCAL SCHOOL SUPERVISING OFFICERS.

Method of Selection and Terms of Service in the Several States.

County superintendents are elected by popular vote in 25 States, namely, Arizona, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Washington, West Virginia, Wisconsin, and Wyoming. County superintendents in Arkansas and Kentucky are no longer to be elected by popular vote. Appointment is made in Arkansas by the county board of education, and this method of selection will be used in Kentucky after 1921.

In nine States the county superintendent is appointed by the county board of education. These are Alabama, Arkansas, Delaware, Kentucky, Louisiana, Maryland, North Carolina, Ohio, and Utah.

Indiana, Iowa, and Pennsylvania choose their county superintendents at county conventions of township or district school trustees or directors.

One State, New Jersey, authorizes the State commissioner of education to appoint county superintendents. In Tennessee they are appointed by the county courts (fiscal boards) of the respective counties.

In the New England States groups, or "unions," of towns are arranged and supervisory officers are provided. In Connecticut they are agents of the State board of education.

Supervisory officers are elected in New York by the school directors of "supervisory districts." The districts coincide with counties in four instances. There are two or more districts in each of the other counties. Cities and school districts of 5,000 population or more are excluded from the supervisory districts.

The State Board of Education of Virginia appoints "division superintendents." The "division" comprises a single county in 73 cases, two counties in

PAN-AMERICAN COLLEGE OF COMMERCE AT PANAMA.

Students Expected to Come From Commercial Organizations and Foreign Trade Firms.

Commerce and intercourse between the United States and the Republics of Central and South America will receive new impetus with the opening, on January 1, 1921, of the Pan-American College of Commerce, under the special patronage of the Republic of Panama. The college will be located at the city of Panama, the first city to be founded by Europeans in the Western Hemisphere, and its inauguration will mark the quadricentennial year of the city. The institution is designed to train the youth of the two continents in practical courses of commerce, shipping, banking and international trade relations generally. Two complete six months' courses of intensive study have been outlined, embracing every phase of Pan-American commercial and economic relationship.

It is expected that the members of the school will come from the chambers of commerce, commercial organizations, foreign-trade firms, and educational institutions of the commercial centers of both continents. They will have at their disposal the practical facilities and unequaled sources of knowledge provided by the Panama Canal, its administration, its operation, and its bearing on every phase of international commerce.

12 cases, three counties in 1 case, and a city in 20 cases.

In Nevada also the State board of education has the power of appointment. The State has five districts, each with a superintendent. In one case a district is a county. Each of the other districts contains more than one county.

The term of county superintendents in the various States is as follows:

Term of County Superintendents.

One year.—Arkansas.

Two years.—Arizona, Colorado, Delaware, Idaho, Kansas, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, and Wyoming.

Two to five years.—Alabama.

Three years.—Iowa, New Jersey, and Ohio.

Four years.—California, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Oregon, Pennsylvania, South Carolina, and West Virginia.

SCHOOL LIFE

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Department of the Interior.

Editor, JAMES C. BOYKIN.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

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AMERICAN GIRLS RECEIVE FRENCH SCHOLARSHIPS.

Scholarships granted by the French Government have recently been awarded to 24 American girls. The selection was announced by Dr. S. P. Capen, director of the American Council of Education, to whom the administration of these scholarships and those granted to French women for study in American colleges was transferred by the Association of American Colleges. The choice was made by a committee under the chairmanship of the council.

Twenty scholarships are at the leading lycées of France. Six are for graduate work at the École Normale Supérieure de Sevres and the École Normale de Saint Germain. The scholarships cover fees, room, and board.

INDUSTRIAL AND ALLIED ARTS NEED FEDERAL AID.

Encouragement is sadly needed for industrial and allied arts, in the judgment of the American Institute of Architects. The fifty-third convention of that organization, therefore, adopted a resolution urging the Federal Government to render all possible assistance in creating a Nation-wide movement for the development of the arts as applied to industries and the allied arts.

The preamble to the resolution states that the present time offers an extremely favorable opportunity to compete in the markets of the world with goods of exceptional merit; but the craftsmen on whose design and execution the excellence of the work depends need to perfect themselves in their several crafts.

The United States Government is urged, therefore, to follow the example set under similar conditions by the Government of England after 1850, of France after 1867, and of Germany after 1872, in offering their craftsmen exceptional opportunities for the study of the arts.

AMERICANS IN EUROPEAN UNIVERSITIES.

The Institute of International Education (419 West One hundred and seventeenth Street, New York City), in a recent bulletin, reports that the French universities are able to accept American students in practically any numbers. This is also true of the provincial universities of Great Britain. Owing to crowded conditions the Universities of Oxford and Cambridge can not receive students in all subjects.

THOUSANDS IN SUMMER NORMAL SCHOOLS.

Four thousand men and women teachers in New York State have given up their vacations and are attending classes in the "Teacher Plattsburghs," suggested recently by Dr. John H. Finley, State commissioner of education. These men and women are equipping themselves so as to complete their preparation for teaching in the fall, when classes open, and thus aid in eliminating the shortage of teachers. Summer sessions are being held in Albany at the State Teachers' College, at Buffalo Normal, Oneonta, Geneseo, Osewego, New Paltz, Plattsburgh, and Potsdam.

A COMMUNITY HOUSE AS A SOLDIERS' MEMORIAL.

A soldiers' memorial hall will perpetuate the war record of 600 students and 2,000 men who entered the service from the community in which Mount Union College, Alliance, Ohio, is located. The hall will be used by both the college and the people of Alliance, Sebring, and surrounding territory. It will be utilized for commencement exercises, conventions, alumni banquets, concerts, lectures, and other college and community gatherings, as well as for all indoor sports and physical training. The auditorium will seat 3,000. Within the hall will be placed bronze tablets commemorating the 2,600 names of those who saw service from the college and the community.

RESEARCH PROFESSORSHIPS AT CORNELL.

August Heckscher, of New York City, has given \$500,000 to Cornell University to maintain professorships of research and to provide facilities for scientific work. The scholars selected for such positions will be relieved of routine teaching and administrative details in order that they may be free to devote themselves to scientific investigation, and, incidentally, to the training of future investigators.

ARE ANY OF THEM SOUND?

Three hundred and forty-five of 1,463 children in rural schools of Kalamazoo County had goiter, 230 were obvious mouth breathers, 638 had enlarged tonsils, 422 had enlarged glands, 408 had eye defects, 651 seriously needed dental care, and 1,135 had never been vaccinated. Multiply these totals by 600 and you get an idea of the possible and probable totals for Michigan's entire school population, according to Dr. Richard M. Olin, State commissioner of health.

Sixteen undergraduates of Cornell University who intend to follow the profession of journalism upon graduation have petitioned the trustees of the university for a school of journalism.

Kentucky is experiencing a wonderful educational revival. We have come to understand that our schools must be preserved and improved at whatever cost. The opportunities of the child living in the country must be made equal to the opportunities of the child living in the city; all the children of all the people in all the State must be given an equal chance. The teachers, whose unselfish devotion to duty has caused them to remain loyal to their task even at personal sacrifice, must be given adequate compensation. Better paid teachers will mean better prepared teachers; better prepared teachers will mean better taught children; better taught children will mean better citizenship. Our last general assembly gave us a constructive and comprehensive program of school legislation. But laws do not enforce themselves; they are but lifeless things until public sentiment has breathed into their nostrils the breath of life. I urge the people of our Commonwealth to a generous support of, and a genuine interest in, our public schools. Education is an investment; Kentucky's greatest tax is ignorance.—Edwin P. Morrow, Governor of Kentucky.

GREATEST INCREASES IN LOWEST SALARIES.

Normal School Presidents Receive Little More Than in 1917—Critic Teachers Fare Best.

By GEORGE F. ZOOK.

Professors in normal schools receive about the same salaries as assistant professors in colleges and universities, but normal-school instructors are better paid than college instructors, according to recent investigations made by the Bureau of Education. The same inquiry brings to light a degree of unselfishness in the higher officers of normal schools that is distinctly creditable to them, for it shows clearly that those officers have been more solicitous for their subordinates than for themselves.

A few weeks ago the Bureau of Education circulated a questionnaire among the normal schools of the country asking for information concerning the increases in salary which had been made during the 3-year period from 1916-17 to 1919-20. A large number of replies were received, from which about 80 were selected which could be easily tabulated. The table is as follows:

	1916-17		1919-20		Per cent of increase.
	Number of persons.	Average salary.	Number of persons.	Average salary.	
Presidents or principals.....	80	\$3,127	79	\$3,495	11.8
Deans.....	22	2,113	37	2,445	15.7
Professors.....	371	1,503	354	2,074	38.0
Instructors.....	310	1,236	262	1,456	17.8
Teachers.....	539	1,296	481	1,812	39.8
Superintendents or principals of training schools.....	33	1,874	29	2,274	21.3
Critic teachers.....	397	1,144	384	1,780	55.6

¹ In only about one-half of the normal schools could the faculty be divided into "professors" and "instructors." In those institutions where no such subdivisions could be made the faculties as a whole were averaged as "teachers."

The increase in the salaries of normal-school instructors compared with that of professors or with the average increase in those institutions which listed all their faculty as "teachers" is small. This difference may be caused in part by the inclusion of some instructors who were on a part-time basis and hence were drawing relatively low salaries.

With this exception the larger increases in salary have gone to those who had been receiving the lower salaries, and those persons who occupy the positions of chief responsibility have received relatively small increases. The presidents and principals have received an average increase of less than 12 per cent. It

is natural that the persons receiving the lower salaries should have felt the rise in the cost of living most keenly. Moreover, a 55 per cent increase in salary for critic teachers is no offset for a 100 per cent rise in the cost of living, and it is imperative that salary scales be raised still more, and as quickly as possible. In this general increase those in executive positions should share more generously than during the past three years.

It is well to compare the salaries received by those who are teaching in normal schools with those who teach in colleges and universities. A recent study of the salary situation in colleges and universities showed that in 1919-20 the average salaries of professors was, in public institutions, \$2,053 to \$3,126; in private institutions, \$1,770 to \$2,423. Professors in normal schools averaged \$2,074, which is about the average salary received by an assistant professor in publicly supported colleges and universities, and about \$250 less than professors in privately supported colleges and universities received. On the other hand, instructors in normal schools received \$250 per annum more than instructors in private colleges and universities, and about \$100 less than instructors in publicly supported colleges and universities.

FEMININE ARTS ARE FEATURED.

The Summer School of Columbia University Paying More Attention to Women.

Feminine arts are featured in the summer session of Columbia University. A woman, Dr. Virginia C. Gildersleeve, dean of Barnard College, is a member of the administrative board of the session. Among the courses offered are millinery, foods and cookery, costume design, folk dancing, public-health nursing, etc. Mrs. Etsu I. Sugimoto, a Japanese woman, gives a course in elementary grammar, reading, writing, and speaking the Japanese language. Features in the domestic-science course are visits to some of the large hotels, modern bakeries, and department stores of New York City.

American girls have increased an inch in height and gained an average of 10 pounds in weight since the time of the World's Fair at Chicago, according to Dr. Dudley A. Sargent, the physical training expert. He also declares that students at men's colleges in the same period have added nearly 2 inches to stature and 9 pounds to weight.

FEW RUSSIANS ATTEND AMERICAN SCHOOLS.

New Pamphlet Shows Them How to Take Advantage of Opportunities—Written in Russian.

Russians in this country are not taking full advantage of their educational opportunities. The following statistics supplied by school authorities show the school attendance of Russians in 13 cities of the United States:

	Approximate Russian population.	Russian attendance at public schools.
Ansonia, Conn.....	1,000	12
Baltimore, Md.....	2,000	168
Bayonne, N. J.....	500	(¹)
Boston, Mass.....	10,000	220
Chelsea, Mass.....	500	13
Detroit, Mich.....	25,000	343
Elizabeth, N. J.....	2,000	42
Lawrence, Mass.....	1,000	6
Paterson, N. J.....	1,000	12
Passaic, N. J.....	1,800	43
Scranton, Pa.....	1,000	22
Trenton, N. J.....	500	25
Wilmington, Del.....	500	87

¹ A few.

² In 2 years.

In order to teach the Russians in this country how to make use of the American school system, Dr. William F. Russell, dean of the college of education, University of Iowa, has prepared a brochure on "Education in the United States," and Dr. P. P. Claxton, United States Commissioner of Education, has written the introduction to it. The pamphlet is published in the Russian language by the Russian section of the foreign-language information service, American National Red Cross, New York City. It shows how the Russians can make use of the American educational system; how to get a free technical and trade education in America; how to get training as an agricultural instructor; how Russians can get a high-school and college training; libraries and museums. A guide to educational institutions to which Russians may refer concludes the pamphlet.

ARMY TRAINING IS ATTRACTIVE.

Notwithstanding the high wages paid in civil employment, men are attracted to the Army. Two hundred and five thousand men have either enlisted or reenlisted in the Regular Army since April, 1919. The opportunity of receiving a vocational training, which is given in practically every Army center where troops are not actually in field work, attracts many young men. The appeal is not to the skilled workman but to the young man who has been unable to complete his education.

UPHOLDS FOREIGN LANGUAGE STATUTE.

Nebraska Supreme Court Decides That Elementary School Instruction Shall Be in English.

Languages other than English may be taught as languages in Nebraska only after a pupil shall have passed the eighth grade. The legislature of the State has so enacted, and the supreme court has upheld the act. The law also prohibits anyone to teach any subject in any language other than English in any private, denominational, parochial, or private school.

Vigorous opposition was made to the enforcement of the statute, and the matter finally reached the supreme court, whose decision, recently rendered, enunciated the principles which govern the power of a State to control the education of all its children, whether attending public or private schools.

In its decision the court declared that it is within the authority of the State to provide that children speaking a foreign language shall have such training in order that they may know and understand their responsibilities as American citizens and to forbid the use of a foreign language as the medium of instruction.

After the selective-draft law was in operation, an evil condition was disclosed which was known previously, but only then fully realized. As stated in the decision of the court, the inability of soldiers to speak, read, or write English, or to understand commands given in English, was due to a considerable extent to the neglect of English in private schools. This neglect was found, also, in most communities in which there was alien-enemy sentiment.

By the compulsory education act of Nebraska, amended in 1919, each child between the ages of 7 to 16 is required to attend school for not less than 12 weeks, and in city school districts for not less than the full period during which the public schools are open, with certain exceptions. All schools are subject to the school laws of the State as regards qualifications of teachers, grades, and courses of study, but no authority is given for interference with religious instruction.

The court decided, therefore, that if a school has such a course of study that attendance upon it would satisfy the requirements of the compulsory law, no time required by the State for education carried on in English shall be devoted to foreign-language teaching. When any private school has discharged its duty by giving the instruction required by the

State, it may not be penalized for giving additional instruction, whether religious or secular. Parents, teachers, or pastors are not debarred, therefore, from conveying religious or moral instruction in the language of the parents, or in any other language, or from teaching any other subject, at a time when it will not interfere with the required studies. Religious instruction and participation by children and parents in religious services were mentioned by the court as influences too valuable to be lost.

Objections that the act allows instruction by means of a foreign language to private pupils but prohibits this method of teaching a class in school and that only those who hold certificates of graduation from the eighth grade are allowed to study a foreign language were overcome by the explanation that the act must be taken as applying only to pupils attending public or private schools, and in the sense that a pupil in such schools may not there be taught any language other than English unless he has passed the eighth grade.

KENTUCKY COUNTY BOARDS ARE REORGANIZED.

People Interested in Campaign for Election of Clean Board to Select Superintendents.

Rural schools are engaging the attention of the people of Kentucky. The legislature of that State, at its recent session, passed a law creating new county boards of education whose members are to be elected next November. The Kentucky Rural School Improvement Page, a broadside dealing with educational matters, gives the following statement in regard to the law:

Composition of New County Board.

"The new county board of education is to be composed of five members elected from the county at large. The candidates for this office are secured by 50 voters signing a petition to have each name placed on the ballot. Any number of candidates may be placed on this separate ballot, which shall carry no party emblem or device, save the words 'School Ticket.' The five candidates receiving the largest number of votes shall become members of the county board of education."

Board Elects Superintendent and Fixes Tax Rate.

"This county board of education selects a county superintendent of schools and decides upon the salary, which can not, under the law, be less than \$1,200 a year. The board will also appoint in

each school district a trustee, who shall look after the school property, but shall have no voice in the county board.

"This same county board of education shall fix the rate of taxation for school purposes in the county; but before doing so shall, with the help of the county superintendent, make an itemized and detailed budget of all school expenses.

"This act, also, provides that the county board of education shall appoint at least one attendance officer whose duties shall be to compel the regular attendance of all pupil children at school as provided by law."

Keep Rural Schools From Political Game.

It is expected that this new law will do much toward taking the county school out of politics. Col. Henry Watterson writes:

"Our rural schools have in the past been too often dragged into the mire of local politics, and it is gratifying to know that both parties joined hands at the last session of the legislature and passed laws which will go a long way toward keeping our rural schools out of the political game.

"While every voter in Kentucky is interested in the presidential election to be decided next November, there is no reason why the election of strong men to the new county boards of education shall be neglected. A good, clean board will select a capable superintendent, and keep both him and the schools free from entanglement likely to hurt the children of the schools."

BOYS MORE SELFISH THAN GIRLS.

One day I had given a lesson on the tangerine; the only thing that remained to be done was to eat the fruit. But there were fewer slices than there were children in the class. "Who will go without?" I asked. Half a dozen little girls, all of the working class, at once held up their hands—not a single boy. The experiment was repeated several times. Sometimes chocolates would be distributed, care being taken that there should not be enough to go round or that there should be too many. The class consisted of 44 children from 2½ to 8 years of age. Here are the results: Amongst the youngest the number of selfish equals that of the unselfish. As the children grow older the number of the unselfish increases. As for the sexes, one-third of the little girls and two-fifths of the boys behave selfishly.—*Mlle. A. Descoudres, of the Institut Jean J. Rousseau, Geneva, in London Times Supplement.*

FLUCTUATIONS IN SCHOOL BUILDING COSTS.

Costs Have Advanced a Hundred Times Since 1820—Three Times Since 1915.

BY W. RANDOLPH BURGESS.

[Read before the Department of School Administration, National Education Association, Salt Lake City.]

One hundred years ago the citizens of the village of Cleveland, Ohio, built a school building at a cost of \$198.70. This expenditure was shared by about 25 citizens, who contributed from \$2.50 to \$20 apiece.

A Typical Building of 1820.

An early settler of Cleveland has left a description of a typical building of that day. The dimensions of the building were about 15 by 20 feet. It was lighted by five windows on three sides of the room and heated by a stone fireplace. The material was logs and wooden slabs. On three sides of the room was a platform 7 or 8 feet wide and 1 foot high. The younger children sat on this platform facing the center of the room, while the older children used benches on the platform facing the wall, to which a wooden slab was attached in lieu of desks. There were no toilet facilities of any kind connected with the school. In those days direct ventilation from windows or holes in walls or roof was the kind generally in favor.

Building Costs in 1920.

This year the citizens of Cleveland are erecting a school building at a cost of \$26,000 per classroom. Each classroom is now costing considerably more than 100 times as much as a classroom 100 years ago.

There are two reasons for this increase in cost. In the first place the type of building has undergone an entire transformation. Fireproof construction has replaced logs and slabs. The amount of floor and air space for each child has been increased. Elaborate steam heating plants have replaced fireplaces and stoves. The schoolroom is completely and comfortably furnished. Mechanical ventilation has been installed, and complete neglect of sanitation has given way to the provision of every sanitary convenience which modern plumbing can supply.

But there is another cause for increased costs besides change in the type of building; and that cause is the changed purchasing power of the dollar. The experience of the past two years in school building has brought this cause into the foreground. It is possible to

trace the operation of this factor with considerable exactness for the past 80 years—from 1841 to 1920.

1920 Costs Five Times Those of 1841.

The cost of building at any time is determined largely by the wages of workmen and the cost of building materials. The fluctuations of these two factors may be traced by the use of index numbers.

In a report for the Committee on Finance of the United States Senate in 1893, Dr. Roland P. Falkner published index numbers for the cost of lumber and building materials for the years from 1840 to 1891. Similar figures prepared by the Bureau of Labor Statistics carry the index number up to date. These index numbers show that with the exception of the period of the Civil War, when prices about doubled for a few years, the increase in the cost of building materials was very gradual until 1915. The rapid rise since that time has brought the cost in 1920 to a point five times as high as the figures for 1841.

Similar index numbers for the wages of workmen have been prepared by the Russell Sage Foundation. They show that the wages of workers increased more rapidly than the cost of building materials in the 75 years from 1841 to 1915, but that in the past five years wages have increased about 100 per cent, while the price of building materials increased more than 200 per cent. The final result is the same, however; wages in 1920 are five times as high as in 1841. The evidence is, therefore, reasonably complete for saying that the cost of building is now five times as great as it was in 1841.

Civil War Prices.

At the time of the Civil War the price of building materials reached its high peak in 1864, before the conclusion of the war. Prices fell rapidly the following year and much more slowly for the next few years. In fact, prices remained far above the prewar level for a period of more than 10 years. They then fell off, so that by 1878 prices were very little higher than before the war.

Wages had a quite different movement. They rose much more slowly, not reaching their peak until 1870. They then re-

tained very nearly all the ground they had gained.

No Recession in Prospect.

The effect on the cost of building may be summarized by saying that while the extreme peak of high prices lasted a brief time, indeed, there was no large recession for about 10 years, and then only a partial recession. While conditions to-day are somewhat different, the experience of the Civil War probably offers the best indication of what is likely to occur in the next few years. It is likely that in a few months the cost of building materials will drop somewhat. It is unlikely that this drop should bring prices to anything like their prewar level. Wages are likely to remain at a high level. The cost of building is therefore likely to remain for some years at a level not far below the present high peak. It is poor economy for any city to postpone its school-building program for any length of time in the hope of lower prices.

Present Costs Three Times 1915 Figures.

Between 1841 and 1915 building costs did not quite double. Between 1915 and 1920 wages a little more than doubled and building materials rose to a point three and one-half times 1915 levels. As a result, building costs are practically three times their 1915 level.

Besides the index numbers for building materials and wages, there are also available figures from three cities for the actual cost of school buildings in 1920 as compared with five years ago. The school architects of Cleveland, Chicago, and New York have made computations of the cost of building per cubic foot. These computations show that in Cleveland and New York the contracts which are being let this year provide for building costs three and one-half times the 1915 figures, and in Chicago nearly three times. These contracts are somewhat ahead of any index numbers because the buildings are to be constructed during the coming year, and contracts have to provide for still further rises in prices and wages. With the actual figures for these cities supporting the index numbers, the evidence seems conclusive that school buildings are now costing about three times as much as before the war. This advance means that communities should be spend-

ing three times as much each year for school buildings as before the war.

Doubling the School Budget.

Other school expenditures have gone up also. In order to keep pace with the cost of living and increases in the salaries in other professions, teachers' salaries should be double the 1915 figures. Books and supplies are or will shortly be nearly double in price. Fuel, water, and light are up 60 per cent. The present necessary rate of expenditure in order to secure the same educational service is shown in the following table. The first column of figures shows how each \$1,000 spent for schools in 1915 was divided. The second column shows how many times the 1915 figures must be multiplied to give the sum necessary in 1920, and the third column shows how much must be spent in 1920 for each \$1,000 in 1915.

School costs in 1920 for each \$1,000 spent in 1915.

Object.	1915	Ratio.	1920
Salaries.....	\$642	2	\$1,284
Outlays.....	155	3	465
Fuel, light, etc.....	78	1.6	125
Books and supplies.....	30	2	60
Interest.....	28	1	28
Maintenance.....	27	2	54
Other.....	40	1	40
Total.....	1,000	2,056

The total of the last column shows that for each \$1,000 spent in 1915 it is necessary to spend more than twice as much in 1920. This sum, moreover, provides exactly the same kind and amount of educational service as was available in 1915. Any improvements or enlargements call for still larger expenditures.

The estimate is a conservative one. The necessary expenditures for fuel, for interest, and for maintenance will be larger rather than less than the figures shown.

Must Stand Twice as Much or Lose Ground.

We may safely say that any school system which is not to-day spending twice as much as in 1915 is losing ground. It is underpaying its teachers and so losing them and failing to attract able young men and women, or it is not housing its pupils adequately, or is cutting out necessary expenditures somewhere else. The American people must be prepared to-day to spend fully twice as much for education as they spent five years ago.

Clothing worth \$49,751 was made by the girls of the Seattle industrial and high schools, according to a report of Mrs. E. P. Dabney, director of home economics.

MINIMUM SALARY FOR INDIANA TEACHERS, \$800.

Least Daily Wage Must Be From \$3.70 to \$6.30, According to Experience.

No teacher in the common schools of the State of Indiana shall receive less than \$800 for a school year. A bill to that effect has just been signed by Gov. Goodrich, and it is considered a great victory for the teachers of the State.

The act raises the minimum salary for teachers of each of the classes defined in the law. Beginners must receive for each day's service at least the amount obtained by multiplying 4½ cents by the teachers' general average in his license examination. Additional sums are provided for successful experience, and 2 per cent is added to the scholarship average for attendance on the county institute. Any teacher who is exempt from examination must receive a daily wage of not less than 6½ cents multiplied by his general average of scholarship and success.

The minimum for each class of teachers is thus stated by State Superintendent L. N. Hines:

	Multiplier.	Daily wage.	Monthly wage.
Class A.....	4½	\$3.70	\$74.00
Class B.....	4½	4.37	87.40
Class C.....	5½	5.34	106.70
Class D.....	6	5.82	116.40
Exempt.....	6½	6.30	126.10

In the analysis of the measure which Superintendent Hines made for Gov. Goodrich, he gave the following reasons for putting the bill into effect:

1. It would lead to a tendency to lengthen school terms.
2. It would cause the abandonment of one-room schools with small attendance.
3. It would create a tendency to employ teachers of the higher classes.
4. It would render justice to underpaid teachers.
5. It would place exemption teachers in a higher wage class than others.
6. It would place Indiana toward the front among the States in the matter of rural salaries.
7. It would not cause many salary shifts in the cities, towns, and better townships, but it would help the schools in many districts where it is difficult to get good teachers because of low salaries.

Law Culmination of Persistent Campaign.

A persistent campaign has been in progress in the State during the past year, and important salary increases had already been made in many places. A

recent bulletin issued by the State department of public instruction stated that a few one-room teachers in Madison County will receive \$8 a day during the coming year. In relation to it, State Superintendent Hines writes:

"Madison County is one of our best counties, and the people there have the money to do what is fair and just by rural teachers. There is an increasing disposition on the part of the people to appreciate at its true value the work of the teacher. We have said over and over during this past year that rural teachers are entitled to as big pay as city teachers; that rural schools are entitled to schoolhouses as good, terms as long, and teachers as well trained as city people. This gospel is getting into the minds of the people and is getting results."

FOUNDER'S ASHES UNDER CHAPEL.

Remains of Col. Ephraim Williams Now Rest in a Crypt at College Bearing His Name.

In a small vault under the chancel of the chapel of Williams College, Massachusetts, is a bronze urn containing the remains of Col. Ephraim Williams, the founder of the institution. Col. Williams was slain by Indians at the battle of Bloody Pond, near French Mountain, Lake George, N. Y., on September 8, 1755, and was buried on the battle field. His grave was marked with a boulder. Nearly 100 years later the college authorities bought a small plot of ground surrounding the grave, inclosed it with an iron fence, and erected a monument near by to the memory of Col. Williams. This spring a commission, appointed by the college, exhumed the remains and placed them in a specially designed urn. The urn was conveyed in solemn procession to the college on June 21, on the occasion of the commencement exercises, and deposited in the vault beneath the chapel.

MENTAL HYGIENE AT LEHIGH SUMMER SCHOOL.

Mental hygiene is studied in special courses at the summer session of Lehigh University. Instruction is given in individual and group tests of mentality. Neurologists conduct psychiatric studies. Especial attention is given to the methods of teaching exceptional children, with an introduction to the study of occupational therapy and prevocational education. Special addresses on mental hygiene and on mental surveys in school systems are given by a staff of lecturers competent to speak because of distinctive experience and training.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

BRIGGS, THOMAS H. The junior high school. Boston, New York [etc.]. Houghton Mifflin company [1920]. x, 350p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley. Division of secondary education, ed. by Alexander Inglis.)

Bibliography: p.329-48.

KOOS, LEONARD V. The junior high school; with an introduction by Henry Suzzallo. New York, Harcourt, Brace and Howe, 1920. xv, 179p. 12°.

The junior high school idea has been approved by educators and by the public, but the institution is still in course of development and lacks a standardized form. The name of junior high school is applied in current usage to institutions differing widely in their character and in the sort of work performed. So far as practicable under existing circumstances, Messrs. Briggs and Koos, the authors of the two books above named, undertake to determine the character of this new educational institution and to deduce the general principles which should regulate its functions. Defects and merits are pointed out, and a constructive program for future development suggested.

Both of these books cover substantially the same ground, but Dr. Briggs's work treats the subject more fully and at greater length. Each volume shows the actual status of the movement from information gained by personal visits to representative schools, and from questionnaires and other reports. Attention is given to the historical development of the junior high school, claims for and objections to this type of school, its special functions, courses of study, methods of teaching, administration, buildings and grounds, costs and results.

BROWN, H. A. A study of ability in Latin in secondary schools; a description of a method of measuring ability in Latin, with a statistical study of the results of a survey of instruction in Latin in New Hampshire secondary schools. Oshkosh, Wis., Pub. at State Normal School, 1919. x, 170p. 8°.

This investigation was begun when the writer was director of the bureau of educational research connected with the New Hampshire Department of Public Instruction. Most of the data contained in the study were gathered and tabulated in 1917.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. The professional preparation of teachers for American public schools. A study based upon an examination of tax-supported normal schools in the State of Missouri; by William S. Learned, William C. Bagley, and Charles A. McMurry, George D. Strayer, Walter F. Dearborn, Isaac L. Kandel, Homer W. Josselyn. New York, The Carnegie Foundation for the advancement of teaching [1920]

xix, 475p. map. f°. (*Its Bulletin*, no. 14.)

This study of the preparation of teachers for the public schools originated in an official request made to the Carnegie Foundation by the governor of Missouri in July, 1914, for an examination of the agencies for the training of teachers in the State. A study of these agencies led to an attempt to evaluate the process itself by which teachers are prepared, and to an effort to formulate trustworthy principles of procedure. This report deals only with the Missouri normal schools, and includes a somewhat technical discussion of the fundamental considerations that enter into the organization and conduct of teacher-training courses.

GRAVES, FRANK PIERREPONT. The Maria Hosmer Penniman Memorial Library of education. The departmental library of the School of education, University of Pennsylvania. Philadelphia, University of Pennsylvania, 1920. 43p. plates. 12°. (University of Pennsylvania bulletin, vol. 20, no. 15, May 1, 1920.)

This bulletin describes the educational library of more than 12,000 bound volumes which was presented by Dr. James Hosmer Penniman to the School of education of the University of Pennsylvania in memory of his mother. The plates of the bulletin present illustrations copied from some of the many rare works comprised in the collection.

GRIFFITH, IRA SAMUEL. Teaching manual and industrial arts; a textbook for normal schools and colleges. Peoria, Ill., The Manual arts press [1920] 229p. illus. 12°.

The course given in this volume directs attention to the problems of methods of teaching and daily lesson plans, with only such organization and administration problems as relate to the successful presentation of the lesson. The purpose is to assist in the making of necessary connections between the more general courses in educational psychology and theory of teaching and the special work of practice teaching in manual and industrial arts.

HILL, DAVID SPENCE. Introduction to vocational education; a statement of facts and principles related to the vocational aspects of education below college grade. New York, The Macmillan company, 1920. xvii, 423p. 12°.

This book by the president of the University of New Mexico aims to furnish an introduction to the study of the vocational aspects of public education. It gives a bird's-eye view of the relation of public education to democracy, of the historical development of vocational education, of recent federal legislation, of the problems of agricultural, industrial, and commercial training, and of practical education for girls and women. Other topics presented are the uses of research for education and industry, and applied psychology. The

author, having the advantage of familiarity with the principles both of general and vocational education, is enabled to treat the various aspects of his subject in due proportion.

HOLLINGWORTH, LETA S. The psychology of subnormal children. New York, The Macmillan company, 1920. xix, 288p. 12°. (Brief course series in education, ed. by Paul Monroe.)

A volume designed for the training of teachers of special classes for children who are subnormal in intelligence, in the psychology and education of such children.

LA RUE, DANIEL WOLFORD. Psychology for teachers. New York, Chicago [etc.] American book company [1920] 316p. illus. 12°. (American education series. G. D. Strayer, general editor.)

This book brings to bear upon the problems of teaching the principles of psychology and their special applications as they have been derived by recent investigations.

EDUCATIONAL FILMS AVAILABLE WITHOUT COST.

Many industrial and commercial companies in the United States have valuable moving-picture films in their possession which they are willing to loan temporarily to schools, colleges, universities, chambers of commerce, women's clubs, and other organizations. These films have a decided educational value. When the films are available, borrowers are expected to pay transportation charges on them in both directions and to guarantee their return in good condition. The companies forbid the use of the films for profit. To enable schools and other institutions to secure them, the Bureau of Education has issued a leaflet (*Extension Leaflet No. 2*), prepared by Dr. F. W. Reynolds, of the extension division of the University of Utah, entitled, "Motion-picture films of educational value in the possession of associations and commercial and manufacturing companies." The leaflet gives the names of firms, subjects of films, and number of reels.

OPPOSES LOWER STANDARDS.

The commission of the North Central Association of Colleges and Secondary Schools, at its annual meeting in Chicago, declared that it was unalterably opposed to the lowering of the standards for teachers in the north central high schools, and recommended an increase of at least 100 per cent over the high-school salary base in 1914-15.

Arequipa, the second city of Peru, is nearly free from illiteracy. Primary instruction is free and compulsory, and parents are responsible for the school attendance of their children and servants.

GOVERNORS' VIEWS OF PUBLIC EDUCATION.

Expressions From a Few State Executives Show the Trend of Official Thought.

Real Need for Increased Support.

There is no question but that there is a real emergency in regard to the shortage of teachers, and also a real need for an increase in their salaries, and in the support of schools in general.—*Lynn G. Frazier, Governor of North Dakota.*

Recognition Not Yet Accorded.

It is to be regretted that a calling of so much importance to our national development has not yet been accorded recognition in the way of remuneration with which to guarantee educators of the most efficient type.—*Simon Bamberger, Governor of Utah.*

Schools Our Greatest Security.

The future of America to-day rests as never before upon America's great system of public schools. Our schools are our greatest security against the unseen perils of the future and we should make them worthy of our growing national life.—*Henry J. Allen, Governor of Kansas.*

Poor, Indeed, Without Its Schools.

Money spent for education is sure to yield large dividends in the intellectual, moral, civic, physical, and vocational equipment of our citizens. The Nation would be poor, indeed, if it were not for its schools. They must be fostered and encouraged by all forward-looking men and women.—*E. I. Edwards, Governor of New Jersey.*

Schools the Deciding Factor.

If there ever has been a time in the history of our Nation when education should count, it is now. In our great problems of Americanization the schools should be the main deciding factor. It is deplorable that our schools should have to go onto their knees to beg for more liberal support and that our teachers should be less liberally paid than hewers of wood and drawers of water.—*Ben W. Olcott, Governor of Oregon.*

Of Supreme National and State Concern.

Public education is now, as it always has been, of supreme National and State concern. Our future safety and welfare depend upon the effective maintenance and operation of our public schools. The privilege of free instruction in schools maintained and supported under State authority is the constitutional birthright of every child in the Nation. The schools

must therefore be continued with an increasing degree of efficiency, so that all the children may receive instruction which will fit them for the responsibilities of citizenship and adapt them to the vocations which they propose to adopt.—*Alfred E. Smith, Governor of New York.*

Proposes Campaign of Public Enlightenment.

Assuming that the failure on the part of the public to appreciate the essential place of education in a democracy and on the part of teachers to take their work seriously, our special problems in Alabama are typical for the country. I am convinced that our most hopeful avenue of relief is a Nation-wide intensive campaign of public enlightenment of such scope and dignity as will win the interest and support of the public and develop a keener sense of professionalism on the part of teachers and be reinforced by such necessary legislative enactments as will insure adequate financial support wisely disbursed.—*Thomas F. Kilby, Governor of Alabama.*

Essentials in American Life Wait on Education.

There must come to our people a fuller realization that an educated public interest or sentiment is the supporting agency of a true democracy where an intelligent public opinion habitually rules. The essentials in our American life and Government wait on school education; and its efficiency and effectiveness rest almost solely on the type of instruction given in the schools.

We must not forget the maxim, "The teacher is the school." For their proper education and training, the boys and girls of our land demand the best poised and most talented manhood and womanhood for the teaching profession. We know the price we must pay for this kind of service and it is wise economy to pay it.—*Albert C. Ritchie, Governor of Maryland.*

Teachers Have Persevered in Their Task.

It is alarming to find that one of the most important branches of our national activity—education—is losing its teachers so rapidly because of the inadequacy of remuneration for their efforts.

Throughout the United States surveys have been made which prove conclusively that the salaries of teachers are most inconsistent in comparison with those of other professions. In spite of this, enduringly and patiently, with the incentive of high ideals, men and women engaged in teaching have persevered in their noble task of giving the best that was in them to the youth of our country. But, under present economic conditions, the crisis was reached. No doubt during these past few years it was with a pang

SUMMER-SCHOOL METHODS IMPRESS STUDENTS.

Summer Sessions May Become Regular Parts of College Year at Hunter College.

All-the-year sessions may be adopted for Hunter College, of the city of New York, in the near future. The college students who attend the summer session are so impressed by the greater facility with which they master their work in the intensive summer courses, with their short intervals from lesson to lesson and their concentration on a few subjects at a time, that they frequently ask why the entire year can not be arranged in a series of six weeks' sessions. There is a growing interest in an all-year college on some basis. It is possible that it will not be long before the college will offer the same opportunities to its students that the universities in the West have already given, and summer sessions will be no longer separate organizations, but a regular part of the college year.

A feature of the summer-session work at Hunter College is the steady increase in the number and variety of courses, especially in the courses for teachers. In 1920 many of these were devoted, wholly or in part, to the work of the intermediate or junior high schools, a fairly recent development in education in New York City.

Another indication of growing usefulness is the success of the summer session in securing the cooperation of agencies whose aim is the spread of American principles and the encouragement and guidance of the desire to be of service to the community and the State. Last year, with the cooperation of the University of the State of New York, the summer session gave, free of charge, a course in principles and methods in the education of the immigrant. This course was repeated this summer, and the principle was extended. The New York Community Service supplied leaders for a free course for community song leaders, and the Girl Scouts cooperated in the organization of a course in principles and practice of girl scouting and scoutcraft, for which only a nominal fee was charged.

of regret that every teacher left his or her chosen profession to take up other work in order to earn a living wage.

Now that the question has been set before us clearly and conclusively, it seems to me every means possible and proper should be used to overcome the result of insufficient remuneration in this particular profession.—*D. W. Davis, Governor of Idaho.*

SUMMER PLAY SCHOOLS IN NEW YORK.

An Experiment in the Care of Children in a Great City.

By BENJ. C. GRUENBERG, *Supervisor of Play Schools, Federation for Child Study.*

Five play schools in New York City have been conducted this summer by the Federation for Child Study. These schools, the first of which was opened in the summer of 1917, care for children neglected during the summer vacation.

Each child is given a physical examination on entering the school, and bodily defects receive attention at hospitals and dispensaries which cooperate with the federation. The record of weight and of general health is carefully continued during the summer. Substantial, well-balanced luncheons, prepared under the direction of a dietitian, are served. A rest period is observed each day after luncheon. Milk, with crackers or bread, is provided each afternoon. Bathing facilities are used regularly.

Full opportunity is given for play; athletic games, the use of the gymnasium, quiet games, and dramatics hold the interest of the children, who prefer to come to the school rather than to stay at home, to play in the streets, or to go to the parks and public playgrounds. The constructive activities of children of all ages are developed. The youngest children enjoy the usual occupations of a kindergarten. The older children turn to shopwork, sewing, cooking, printing, basketry, weaving, and other work in the arts and crafts. Both boys and girls show interest in each subject.

Joint enterprises in connection with the various constructive activities, music and choral singing, assemblies, and dramatics afford practice in working together, with valuable practical education in the elements of civics as well as civilities.

Each week the children visit an outlying park or the country. Occasionally there are steamboat excursions and visits to museums or other places of interest, and to motion-picture shows.

The ideas gained at school are carried home by the children, and received with interest by the mothers, who willingly attend conferences and entertainments, and individual interviews with directors, nurses, or physicians.

The play schools are supported by private contributions of money, materials, and time. Each child pays a nominal fee for membership, which is tacitly understood to pay for the luncheon. As a matter of fact it pays hardly more than

half of the luncheon cost, except at one center, where each child pays 20 cents daily, the estimated cost of the luncheon. Private and public agencies have always been willing to cooperate to the extent of their ability. Service from volunteer workers, however, which was readily available during the war, has been increasingly difficult to obtain during the past two years. Nevertheless many men and women give varying amounts of intelligent and devoted service, since they realize that the play schools coordinate the work of various specialists in such a way that maximum results are gained by the children in attendance.

GERMANS ARE SEEKING LIGHT.

Oppressed by Uncertainty in Matters Relating to the Schools.

At the present moment we have only the most meager information from foreign countries. We lack clearness and insight in regard to political questions, and still more in industrial ones, but most of all are we oppressed by our uncertainty in matters pertaining to the schools. What about schools and social organizations in foreign lands? Very few here can give a satisfactory answer, and yet we need to know, and that right soon, for in these days of struggles and of new things we should like to take note of conditions in foreign countries.

We desire the opportunity to learn from abroad, not to imitate, but to follow the right road and avoid the wrong one. That now and then a single problem is taken up out of its relation and setting does not get us further toward our goal; it is vital to be able to view the whole and to follow the trend of struggles in the educational world and in the social orders.

We need men who will study current foreign professional publications from every angle and place the results of their studies at the disposal of our schools, without being swayed by partisan prejudices.—*Leipziger Lehrerzeitung.*

CLINICS FOR CORRECTION OF SPEECH DEFECTS.

The College of the City of New York is conducting clinics for the correction of speech defects. These clinics were established in 1915 and are under the supervision of the board of education of the city of New York. School officers and teachers are invited to send for correction anyone with a speech impediment, such as stammering, stuttering, lisping, defective articulation, or foreign accent.

RECENT PROGRESS IN TEXAS.

Five Million Dollars Appropriated to Increase Salaries of Teachers and Professors—Other Increases.

A special appropriation of \$4,000,000 to increase salaries of public-school teachers was passed at a recent called session of the legislature. This was in addition to the State appropriation previously made of the proceeds of a 3½-mill tax and the special appropriation for rural schools of \$2,000,000 a year. The State per capita apportionment has been raised from \$8.50 in 1919-20 to \$14.50 in 1920-21. This increase is partly due to a tax upon oil corporations.

In addition, an appropriation of about \$1,000,000 was made to increase salaries of teachers in State colleges. County superintendents were granted an increase of salary varying from 33½ to 66½ per cent, and their allowance for traveling expenses was increased 50 per cent. Also, the county school boards were empowered to employ an office assistant for the county superintendent, a position for which no provision was made in the past.

The legislature also passed a bill revising the laws in regard to the certification of teachers. This provides for a choice of subjects for examination, places more emphasis upon professional training, and permits reciprocity with other States.

At the general election on November 2, Texas will vote upon a proposed amendment to the constitution, whereby each school district will be permitted to vote for its schools such support as it deems necessary. The district tax limit under the present constitution is 5 mills.

During the month of October, Texas will hold a State-wide educational campaign, the purposes of which are to carry the amendment, to inform parents as to the school situation, and to arouse interest, enthusiasm, and State pride for better schools. This "Better Schools Campaign" will be managed on the plan of the big war drives. A campaign fund of approximately \$50,000 was raised by means of a State-wide tag day, held on May 1.

CAFETERIAS FOR SUMMER SCHOOL STUDENTS.

The problem of feeding the students attending the Columbia University summer session has been solved by the cafeteria plan. Of the 10,000 students registered, 5,000 eat in the various halls or at the commons, the huge dining room in University Hall. The cookery classes in the Teachers' College division of the university summer session are well attended.

THREE HUNDRED PER CENT IN EIGHT YEARS.

Big Dividends Paid By Trading Company in Alaska—Stockholders Are Natives.

Every \$10 share in the Hydaburg Trading Co. paid \$30.40 in dividends between June, 1912, and June, 1920. The capital stock of the company was \$4,020 in 1912, but in June, 1920, that stock had increased to \$40,000. The company's inventory of merchandise amounts to \$20,000, it owns a store building worth \$10,000, a sawmill worth \$9,500, a cannery and dock worth \$6,000, a shingle mill, an electric-light plant, an automobile truck, a motion-picture outfit, a donkey engine, and sundry other personal property.

Every man, woman, and child in the village of Hydaburg, 320 in all, owns stock in the concern, which is purely co-operative.

The history of the village is as remarkable as the record of the trading company, which is its principal enterprise. In ancient times the locations of native villages in southern Alaska were selected principally with reference to defense, for intertribal conflicts were frequent. Many of the villages proved to be unfavorably placed for hunting, fishing, and trading, and when increasing civilization brought safety from hostile attacks, several villages were moved in toto, some of them for considerable distances.

The desire to migrate seized the people of the Hydah tribe in the villages of Klinquan and Howkan in 1911. Representatives of the Bureau of Education aided them, and selected a site for their new village on an uninhabited bay on the west shore of Prince of Wales Island, with abundant timber, fresh water, and game, and accessible to centers of trade.

In a fleet of canoes the people of Klinquan and Howkan migrated to the new site during September, 1911, taking with them their household goods and movable property. Under the leadership of the Government teacher, a clearing was made in the primeval forest. A schoolhouse was the first building erected, and neat log cabins followed. The Bureau of Education aided in equipping a sawmill to provide lumber for the new village, to which the natives gave the name Hydaburg.

Under the guidance of the Bureau of Education the Hydaburg people, only a generation removed from savagery, have turned the forest into a thriving town with well-laid-out streets, paved with wood, electric lights, a modern dock, and

float landing, a church, a school, and a town hall.

The Hydaburg Trading Co. was organized in November, 1911, to conduct the mercantile business of the settlement and to operate the sawmill and the cannery. Its success is due in large measure to the fact that through the teacher the Bureau of Education exercises rigid supervision over the transactions and accounts of the company. An accountant from the Seattle office of the Alaska division of the Bureau of Education makes the annual audit.

WIDER USE OF THE SCHOOL PLANT.

School Centers Are Organized in a Hundred Cities—Often Controlled By Local Organizations.

Schoolhouses are used as community centers in 26 States, the District of Columbia, and the Territory of Alaska, according to the *School Center Gazette*. Six hundred and sixty-seven centers in 107 cities have been organized. A center, according to the standard applied in the compilation, is a school which is used regularly at least one evening a week for two or more activities—or twice a week for one—not counting night schools. The information was secured from local officials through a circular appeal which was sent to 1,229 cities of 5,000 population or more, according to the 1910 census. The *Gazette*, which is published by the department of recreation of the Russell Sage Foundation, has the following to say regarding the auspices under which the centers are managed:

"The number of instances in which the school board shares the management of a center with some local association is 227, approximately one-third of the total number. In certain instances, like Philadelphia and Detroit, a municipal recreation bureau or commission assumes entire control. The character of the organizations which were reported as engaged in operating or helping to support activities in school centers is shown in the following list: Y. W. C. A., Y. M. C. A., Red Cross, Boy Scouts, D. A. R., Settlement House, Church, Community Service (Inc.), University of Minnesota, Normal College, American Legion, Community Councils, Community Center Association (local), Federation of Jewish Charities, Neighborhood Association, Cleveland Americanization Association, Carnegie Steel Co., Wayne Knitting Mills, General Electric Co., S. F. Bowser & Co., Rotary Club. One-half of the centers are supported entirely by public taxation. Over one-quarter of them are helped out by fees, i. e., paid admissions and other kinds of income received directly from the public in return for the enjoyment of an activity. Less than one-quarter are assisted by donations or contributions of one kind or another."

SCHOOL PROGRESS IN MISSOURI.

Maximum Taxes Are Levied in Majority of Districts—Salaries Heavily Increased.

Never before have so many school districts in Missouri voted the prescribed limit for school purposes, and in addition a repair and furnishing fund which in many cases is equal to that for maintenance, according to State Superintendent Sam A. Baker, who has compiled some interesting figures relating to school conditions in that State. According to information received in reports from county and city superintendents from all sections of the State, teachers' wages for next year will be very materially increased over that of last year, and in many cases will be 80 to 120 per cent above those received in 1914.

The increase in revenue for teachers' wages is general throughout the State, as shown by the fact that all counties are voting the maximum levy in from 50 to 95 per cent of the districts.

The data from town and city schools also show a marked increase in revenue over any previous year. Out of 290 town and city schools, 242 indicate the maximum levy for school maintenance was voted with practically no opposition, while 165 report a repair and furnishing tax in addition. This tax varies from 10 cents to \$1 on \$100 valuation. The salaries of high-school teachers vary from \$1,000 to \$1,800 for the coming year, and those of superintendents will be increased approximately 50 per cent over the standards of last year.

KNIGHTS OF COLUMBUS MAINTAIN 73 SCHOOLS.

"The Knights of Columbus school system has grown from 1 to 73 schools within 12 months, and will grow to a chain of 200 schools by the end of 1920," said James A. Flaherty, supreme knight, at the Thirty-eighth Supreme Convention of the Knights of Columbus, in New York City. "The ultimate aim," Mr. Flaherty declared, "is to have a system of 500 self-supporting Knights of Columbus night schools. The schools will be thrown open to civilians for a nominal fee."

The educational work of the Knights of Columbus in behalf of former service men and women has been extensive. More than 500 veterans of the war are now receiving college education in representative universities as K. of C. scholars.